DOCUMENT RESUME

ED 300 177 RC 016 792

AUTHOR Kellogg, Jeff B., Comp.
TITLE Survey of Existing Indian Parenting Programs.
SPONS AGENCY National American Indian Court Judges Association.
PUB DATE 9 Dec 82
NOTE 54p.
PUB TYPE Reports - Research/Technical (143) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *American Indian Education; American Indians; *Family Counseling; National Surveys; Parent Child Relationship; *Parent Education; Parenthood Education; *Parent Materials; Parents; Program Descriptions; Program Development; *Resource Materials

ABSTRACT

This survey of existing American Indian parenting programs is part of a National American Indian Court Judges Association project to design a model process by which social service providers can offer effective parent education programs that are culturally relevant to American Indians. The report also offers profiles, including addresses and names of contacts, of 18 American Indian parenting programs and 18 general population parenting programs around the country. Each program comments on what materials and strategies it has used successfully and what Indian-specific materials, if any, have been developed. Also listed are other materials, studies, program descriptions, and resources that could be consulted for the model design. Successful programs are observed as formally incorporating local people in the program delivery. They also have strategies for promoting their programs, successfully bringing parent participants into parenting workshops, and removing stigmas attached to such programs. The report suggests that continuing input be obtained and linkages formed. Most of the programs surveyed expressed a desire for well-conceived parenting education model, and indicated a lack of Indian-specific parenting materials. The document calls for the development of a model that allows local communities to have significant input into the curriculum and allows for variations in family lifestyles among tribes with different customs, languages, and religions. Emphasis is also placed on the importance of studying perceptions and ideas of child-rearing held by parents before introducing a parenting program into a community. (TES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED3001177

SURVEY OF EXISTING
INDIAN PARENTING PROGRAMS

Compiled by

Jeff B. Kellogg

for NAICJA

December 9, 1982

RC016792

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

JUDGE D. DU PUIS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Introduction

The National American Indian Court Judges Association's project to design a model process by which local social service providers can develop effective, culturally relevant parent education programs for American Indian clients comprises several distinct task elements. The initial task in this project has been to identify parenting and skills development programs and materials that have been implemented in Indian communities.

The first step, then, has been to survey what kind of parenting programs are currently being conducted in Indian communities; what materials have been used successfully; what Indian-specific materials have been developed, if any; and what strategies have been successfully used in these programs.

This report offers the results of our survey of parenting programs and materials. The first section presents a discussion of the procedures used in conducting the survey. Following that discussion are brief descriptions of current parent education programs deemed successful by their directors. The next section identifies a number of additional resources that might be consulted when the training curriculum is developed. The report then concludes with a number of observations and recommendations that we hope are useful in completing the remaining tasks in this project.

Procedures in Conducting the Survey

At the outset of the survey there was little indication of what Indian parenting programs existed, so contacts had to be established with a number of potential resources. The initial effort was to canvass federal officials in agencies likely to have sponsored such programs. Accordingly, we contacted representatives of several agencies within the Human Development Services of the Department of Health and Human Services. This included officials of the Indian and Migrant Program Division, the Resource Center on Families, the Children's Bureau, the Head Start office, the Office of Families, and the National Center for Child Abuse and Neglect, all of the Administration for Children, Youth and Families. We also contacted officials in the Division of Social Services of the Bureau of Indian Affairs, both in the Central Office and in selected Area Offices. These individuals provided important leads.

We next reviewed the child welfare program file developed by NAICJA's Linkages project, and the Register of Model Grant Programs funded under Title II of the Indian Child Welfare Act compiled last year by The Clary Institute. These sources also revealed valuable information regarding current programs and references. As a further effort to identify activities that could be of value to this project, we requested program searches from two computer-organized data bases: the Educational Resource Information Center (ERIC) files of the National Institute of Education, and the Clearinghouse on Child Abuse and Neglect

Information, sponsored by the National Center on Child Abuse and Neglect, ACYF.

After completing this research phase, we began the actual survey, all of which was conducted by phone. Staff members of all the programs contacted were asked to discuss the origins and motivations for their program, the reasons for its success or failure, its source of financial support, and the curriculum and materials used. Interviewees were also asked to identify any similar programs of which they were aware, and these leads were subsequently pursued.

What follows is a series of brief descriptions of the Indian parenting programs identified in this survey. These descriptions can serve a number of useful purposes. They reveal a variety of approaches adopted by different organizations in developing and providing parent education sessions, and they indicate the different materials the Indian organizations have used in their sessions. But most importantly, this list provides a valuable source of professional contacts for those who will be developing the curriculum, delivering the training program, and providing technical assistance to the four pilot reservation groups.

Project Descriptions

Though the strategies for implementing these programs and their training components vary, common to all is a

dedication to providing a critical source of support for parents in need; and, their reasons for initiating parent skills development activities were nearly universal. Following is a synopsis of the most commonly mentioned motivations for introducing parenting programs:

- A basic lack of solid parenting skills in the parents of families whose members were experiencing social adjustment problems.
- The relative absence of preventive services in the community, and recognition of the way in which parent education can contribute effectively in this arena -- particularly regarding parents with a history of child abuse and neglect.
- The importance of encouraging parents to address the needs of their children early in life, before the children develop a pattern of problem behavior.
- A need to encourage parents to be more attentive to the different stages of their child's development.
- To help parents who have difficulty communicating with children who are experiencing problems; to help them understand how and why such problems might have arisen and to fashion approaches to working with them.
- The need to convince parents to assume greater responsibility for their child's development and of working closely with the child to provide a healthy pattern of development.
- The need to help parents instill a greater sense of discipline, order, and structure in their children, and in themselves.
- To provide a source of support and information to young, often single, parents who experience particular difficulty in maintaining their families.

Red Cliff Band of Lake Superior Chippewa
Bayfield, Wisconsin
Contact: Lauie Guth - 715/779-5805

Supported by a Title II Indian Child Welfare Act grant, the Red Cliff Band is now into their third year of offering parent training to community members. Their experience in this arena and their approach to the development of their program is of interest to this project.

They attempted unsuccessfully to introduce a "Parent Effectiveness Training" program conducted by local non-Indian consultants. The tribe's social service workers decided to try a new approach -- to hire a human resource consultant to train local tribal members to serve as the facilitators of parent support groups. This "neighbor helping neighbor" approach has proved very successful. The five-week sessions have been offered regularly during the first two years. The small-group sessions are now covered periodically -- as interest dictates or as referrals from social service workers indicate the need for a session. The materials, developed by the human resource specialist, address these five basic topics: "Early Child Development Stages;" "What Makes Kids Act The Way They Do?"; "Parents' Rights -- Children's Rights;" "What Can We Do About Things?"; and "How Can We Be Sure We're Doing The Right Thing?"

Local community interest continues high, and many who have attended the sessions have urged that additional classes be offered. Accordingly, with the support of a "mini-grant" from the American Indian Lawyer Training Program, the Band has contracted with their consultant to work with their parent trainers to design and develop an advanced parenting curriculum.

Salt River Pima-Maricopa Indian Community
Scottsdale, Arizona
Contact: Robert Lewis - 602/949-7234

This community has initiated an innovative family support program. Parents selected from the community were trained in basic communication skills and family intervention and counseling techniques and then began working as "parent advocates" who intervene with families in need of special support in times of crisis. While serving as representatives of the tribe's social service system, these parent advocates spend time in the homes of in-need families, working with them to remedy specific problems. While there, the parent advocates serve as effective role models.

This program demonstrates the value of using community members with lifestyles consistent with the general population as "instructors" in parenting skills and techniques. These workers have become a very visible and integral part of the tribe's social service program, much of their success being attributed to the fact that they are perceived as less threatening by families. Consequently, they are able to provide more thorough assessment of a family's problems than might otherwise be possible.

United Tribes Educational Technical Center
Bismarck, North Dakota
Contact: Neal Tepper - 701/255-3285

The parenting program offered at this residential school, owned by the five tribes in North Dakota and attended by Indian children from some forty states, is basically a modification of the "Parent Effectiveness Training" curriculum that has been used for some time. This twenty-hour, twelve-week program adds such topics as: parenting a bicultural child; nutrition and health care; the problems of Indian-tested care systems that shunt children from home to home; and Indian cultural values such as the importance of the extended family. When incorporated to the basic "P.E.T." curriculum, these topics help create a course that applies specifically to the needs of Indian families.

During the first three weeks of the 12-week program, all participating trainee groups address basic themes such as principles of human and child behavior, children's attention-getting techniques, and developing a healthy self-concept. At the end of the three weeks, each respective group is presented a list of additional topics, from which it chooses nine to be addressed in the following weeks.

The instructor, a psychologist and a school counselor at the Center, has been involved in the development of parenting materials for years, including work on the conception of the "Systematic Teaching of Effective Parenting" (S.T.E.P.) program. He first offered his modified P.E.T. program while Director of Social Services for the Standing Rock Sioux Tribe. He also serves as a private consultant with families and other organizations, primarily throughout the Dakotas and Montana.

Phoenix Indian Center
Phoenix, Arizona
Contact: Charlene Flood - 602/279-4116

The Phoenix Indian Center began hosting parenting sessions in June of this year, partly in response to suggestions of local Child Protection Service Workers who advocated the establishment of support groups for Indian parents. The sessions now convene weekly. The curriculum is still being developed, but topics that have been addressed regularly include "home management," nutrition, infant care, and other basic parenting skills.

One of the particular strengths of this project is that it is led by Indians and is therefore able to address topics from an approach consistent with traditional Indian cultural values -- an important factor since so many Indians arrive in the city directly from Arizona and New Mexico reservations and continue to have strong cultural ties.

As the staff explained, many families who are experiencing difficulties and end up in court are required to attend parenting classes in order to maintain custody of their children or avoid further punitive measures. The sessions offered at the Center are now recognized by the courts. They offer Indian parents a supportive, less intimidating environment.

Flathead Public Health Service
St. Ignatius, Montana
Contact: Candice Fleming - 406/745-2457

For the past three years the local Indian Health Service office and the tribal health department have been sponsoring "mental health Indian studies programs" that address culturally relevant topics dealing with mental health issues. These weekly, one-day seminars address a wide variety of issues for Salish and Kootenai tribal members.

Parenting skills are among the most popular and most frequently requested topics, even by those who are not yet parents. Several times a year, then, the seminars will present a number of sessions on family life, nonviolence in the home, single parenting, and other parenting skills. The sessions strive to highlight the contrast of old and new childrearing practices so tribal elders are often asked to participate.

The director of this program has broad experience in administering parenting activities having used the "Systematic Training for Effective Parenting" (S.T.E.P.) framework when at the Northern Cheyenne Reservation in Montana.

Recently, the local tribal cultural committee, the alcohol treatment program, and the tribe's family services division have been participating in the programs. In addition, the tribe's family assistance division is just beginning to offer parent education classes using the "Parent Education Kit" developed by the National Indian Child Abuse and Neglect Resource Center.

Ute Mountain Ute Tribe
Towaoc, Colorado
Contact: Wilma Robinson - 303/565-4441

The parenting program being offered on the Ute Mountain Ute Reservation began as a cooperative effort between the tribe's mental health worker and the Head Start program. In fact, the material used is the "Exploring Parenting" curriculum developed by the national Head Start program. The facilitator for these parenting classes is now into the third cycle of the program, which is comprised of twenty basic lessons, from "Getting Involved in Your Child's World," to "Dealing with Anger," to "Single Parenting."

As did most of the other people we contacted, Ms. Robinson emphasized the need to adapt non-Indian specific materials for Indian audiences. She emphasized the ease with which Exploring Parenthood materials could be adapted, and therefore their viability as a parent education curriculum. She also explained that, because the materials' greatest emphasis is on encouraging participants to share their experiences and perceptions, "cultural relevance" is in fact built into the process.

The program was first offered to parents affiliated with the local Head Start program. Initiating it with people already directly involved with parenting in the community was seen as a good way to promote the program. It is now being promoted through the local W.I.C. program and offered to parents referred from social services who must participate in a rehabilitative program in order to regain custody of their children.

Shoshone-Bannock Tribe
Ft. Hall, Idaho
Contact: John Kirsh - 208/238-3948

The coordinator of this tribe's parent education program voiced a concern mentioned by a number of the individuals we contacted -- the need to encourage parents to take greater responsibility for the care and development of their children. To instill this into parents, and in turn to have children develop a heightened sense of self-sufficiency, is a primary objective of the Fort Hall parent training efforts. The focus of the program is on parents of preschool children. Participating parents are trained to work with their children in motor skill development, self-help skills, language skills, etc. (The local Head Start program then offers programs for parents of school-age children.)

Workers work primarily with parents in their homes. But they also sponsor group parenting meetings in which the concepts of the "Systematic Teaching of Effective Parenting" (S.T.E.P.) have been modified to accommodate the rural, Indian community.

According to the program's staff, one of the most challenging issues in the parenting sessions is the conflict between traditional cultural values and the values inspired by modern society. The sessions attempt to address this issue by identifying changing mores and styles, probing why these changes are occurring, and helping parents reconcile this conflict.

Vern Jackson Receiving Home
Warm Springs, Oregon
Contact: Arlene Boileau - 503/553-1487

For the past year a basic parenting skills class has been conducted for Warm Springs tribal members. After attending a training session sponsored by the Region X Office of Child Development, the instructor modified the parenting materials so as to reflect the cultural standards, experiences, and needs of the tribal people. She began offering the eight-week course that addressed the following topics: "Parenting Myths," "Child Development Stages," Parental Roles," "Modelling," "Sexuality," "Discipline," "Nutrition," and "Bringing It All Together." After being conducted continuously for a year, the sessions will now be offered periodically.

The instructor is currently developing a curriculum for an advanced parenting class that will be offered for those who have completed the first course. The topics to be addressed in this new six-week course are to be "Family Anger," "How to Discipline," "Sex, Puberty and Adolescence," "Early Childhood Development," "Family Communication," and "Positive Self Image."

Minnesota Sioux Tribes
Prior Lake, Minnesota
Contact: Fran Felix - 612/445-5715

The Director of Social Services for the Minnesota Sioux Tribes has initiated a parent training program that is in part inspired by the Red Cliff program discussed earlier. In an effort to get local community people trained as group facilitators for parenting groups, the Director trained the tribal community health and human services workers in the use of the "Systematic Teaching of Effective Parenting" (S.T.E.P.) approach. These individuals, subsequently, were able to take over and facilitate sessions. Sessions have so far been established in two Sioux communities.

Several parent participants in the sessions commented that the S.T.E.P. program was too "white, middle class" in orientation and needed to be modified significantly for use with Indian clients. However, the Social Services Director felt that the emphasis which S.T.E.P. places on allowing participants to develop their own approach to parenting, and the message that there is no single way to achieve effective results, allows parents to modify the program naturally.

Cook Inlet Native Association
Anchorage, Alaska
Contact: Doug Peterson - 907/278-4641

The social service office of this Native American organization sponsors a two-step approach in supporting parents in need of special services.

The first is a "family-aid" program in which community members have been recruited to serve as outreach workers to visit the homes of neglectful or abusive parents. The staff recognized that these parents needed to spend more time with their children and to be willing to explore ways in which they could help their children develop. The family aids try to encourage such a commitment from the parents and the program tries to match the workers, who are Native Americans, with families of similar background, be they Aleuts, Eskimos, or Indians. Rather than offering structured training, the family-aid program offers basic support and guidance to parents on their own turf, a particularly appropriate approach considering the isolated location of so many of the homes.

The second component involves weekly group meetings that provide a combination of social activities and therapeutic support. Participants in this "Mother Allstars" group are able to develop a sense of mutual support and belonging to help them deal with their difficulties.

Ft. McDowell Mohave-Apache Indian Community
Fountain Hills, Arizona
Contact: Marilyn Jones - 602/990-0995

Part of the tribe's Title II grant this year is to support parenting classes for community members. The tribe hired an Indian consultant, a school psychologist from Phoenix, to direct these classes one night a week for six weeks. As a major emphasis is to encourage parents to deal with their children's problems early, the sessions were aimed at parents of young children. The sessions were designed to help parents define and recognize behavioral problems and identify ways in which they could work to alleviate such problems.

In addition to the parenting classes, the program sponsors community education meetings for parents every other month. These meetings focus on youth problems and motivate the community to attempt to respond effectively to meet the needs of their children.

Michigan Indian Child Welfare Agency
Sault Ste. Marie, Michigan
Contact: Rich O'Kane, Robert Carson
906/635-9400

This agency is using their current Title II ICWA grant to establish a "Model Intensive Parent Aid Program" which utilizes local community resources in a way similar to the successful Salt River and Red Cliff efforts. The program will train community volunteers as parent aids to offer basic support services to many various communities. This "helping friend" concept will be used to deliver preventive services to families referred to the program from protective services; to offer in-home services to foster care parents who have had a child for more than eighteen months or who have been referred to the program more than once; and to provide basic parent education for young single parents who require support and guidance in order to maintain custody of their children.

The staff indicated that as part of the program they will develop parenting materials that reflect the needs and parenting approaches as identified by members of each of the communities.

Urban Indian Child Resource Center
Oakland, California
Contact: Diane McKissick - 415/832-2386

This organization's first efforts at introducing parenting training began with the formation of a "Mothers Support" group that was established as a preventive program for parents who had a history of child abuse and neglect. Experiences with this group encouraged the staff to establish "positive parenting" training sessions based on a parenting course developed by the National YMCA. The Center is still developing their own materials to meet the needs of their Indian clients, but they have used YMCA materials as course outlines to train their staff and staff members from other California Indian organizations.

The Center has also had one training session for parents in "Responsive Listening," "Parental Influence," "Effective Communication," "Values and Family Structure," "Discipline," and "Needs and Conflict Resolution."

The staff training was accomplished in six two-hour sessions over a period of two days; the parents attended a two-hour session once a week for six weeks.

Child Care Referral and Education Program
Redding, California
Contact: Sharon Piccher - 916/244-CARE

Developing the parenting skills of Indian families is to be a primary objective of the Native American Outreach Program recently established in the office of the Superintendent of Schools in Shasta County. The special perspective of this program is help parents maintain adequate control of their kids at home and to encourage greater parent involvement so that the school can more efficiently work with the children.

The School Superintendent hired a Native American outreach worker who is charged with the responsibility for providing in-home counseling for parents who are referred to her, or who she has identified as requiring such support and aid. The counseling will focus on: ways to enhance child development; self-sufficiency; the need for parents to take responsibility for their children; and fundamental parenting skills.

Makah Indian Reservation
Neah Bay, Washington
Contact: Ellen Ides - 206/645-2205

For three years, parents in this community were able to attend annual parenting workshops. Several years ago, however, the source of funding for these regular sessions was exhausted.

What is currently operating on the reservation is a small group "Parent Effectiveness Training" workshop headed by a consultant from a nearby counseling center. There is no set curriculum or materials. Rather, the parents determine the direction of the session by addressing their problems and needs and searching for techniques they can use to alleviate their problems.

The sessions serve as a source of support for parents experiencing difficulties. They are able to talk and share their experiences with others who are experiencing similar problems.

Papago Tribe
Sells, Arizona
Contact: Mary Johnson - 602/383-2221

The parenting training now being offered on the Papago Reservation is based on the "Exploring Parenting" curriculum developed by Head Start. The facilitator for this training attended a training workshop on using the materials that was sponsored by the state office of Indian Child Services. She then began offering the training during the last school year. The program is to be begun again this year.

While suggesting the need for the development of materials that relate specifically to Indian families, the staff reported favorable response to the Exploring Parenthood course and the materials.

Center for Indian Education
Arizona State University
Tempe, Arizona
Contact: Greg Jim - 602/965-5688

Greg Jim, who now works as a Parent Trainer at Arizona State University, began offering parenting classes to residents of the Pima Reservation when he was working with parents regarding basic education issues. He discovered a parent education booklet, developed by a local Department of Corrections. Having recognized the need for parents to develop better skills for communicating with their children, he initiated a formal parenting course.

The groups met once a week for six weeks. The instructor, who offered the course in two different locations on the reservation, used the booklet's structure and exercises, but modified it where appropriate to reflect cultural values specific to the parents in the group.

Family Life Discussion Group -- Cherokee, North Carolina

Because of its thoughtful structure and apparent success, we recommend this parenting program as an additional model for consideration. Administered in 1979-80 by a clinical psychologist and professional social workers located on the Cherokee Reservation, this modified family life education program focussed specifically on high-risk parents living in a rural community. The program was designed to help prevent parents from committing acts of child abuse by offering information about child development and parenting skills, providing an opportunity for adults to share and discuss their frustrations, and informing them of local community resources.

The entire program consisted of sixteen sessions; nine were large group presentations, seven were small group discussions. The large group meetings included films on child development and presentations on parenting techniques, basic mental health topics, and local sources of support. Directing each small group was a professional familiar with principles of child development and possessing group leadership skills. Issues discussed during these sessions included behavior management, single parenting, sex education, communication skills, developing responsibility, and others.

Financial support for this program was provided by Indian child welfare funds from the Bureau of Indian Affairs. Because of lack of funding, the program was not offered a second time. However, those who administered it conducted a sophisticated evaluation, based on a "child abuse potential inventory" test that participants completed at the beginning and then at end of the sixteen-session program. The evaluation reflected improved parenting skills and predicted fewer incidents of child abuse.

Additional Materials and Resources

Staff members of the programs identified in the previous section could prove to be valuable resources in the development of the training curriculum for this project. In addition, we identified a number of other resources that should be consulted during the ensuing stages of the project. These are described briefly in the next few pages. Some are materials that were cited in the preceding section; others are studies and program descriptions regarding additional parent education activities. Where we were able to obtain copies of the materials, we have attached them to this report.

Indian Parenting Education Kit

In 1979, the National Indian Child Abuse and Neglect Resource Center* conducted a needs assessment of social service organizations, state agencies, and Indian tribes and organizations to determine the most pressing needs of those engaged in the delivery of social services to Indian clients. The most frequent request in the survey was for the development of parent education materials for Indian parents. Accordingly, the Center developed an Indian Parenting Education Kit comprised of a "Group Leaders Manual" and a five-unit program that addresses these topics: "Preparing for Parenting," "Health and Hygiene," "Child Development Stages," "Discipline Skills," and "Parent-Child Communication."

---

*Established in the offices of the Native American Coalition of Tulsa.

These are the only materials we found that had been developed expressly for an Indian audience. Much of the material in these booklets relate sound principles of parenting that apply to any parents. But the individuals pictured throughout the booklets are Indian; the illustrations reflect Indian cultures; and the booklets do use examples from Indian life to relate the parenting topics to specific Indian values. While the materials are very simply written, and represent a beginning, basic approach to the subject, they do offer a good model for developing similar materials.**

Systematic Teaching of Effective Parenting (S.T.E.P.)

Several of the directors of Indian parenting projects were using or had used the S.T.E.P. approach to teaching parenting skills. While commenting that the materials were too "white, middle-class" oriented, and therefore had to be refined so as to be appropriate for use with Indian audiences, they found the concepts useful and the basic framework easy to apply.

Originally conceptualized by Alfred Adler, this approach has been interpreted by other social scientists as teaching materials have been developed. As it is such a respected approach, it should be consulted by those who are to develop the curriculum for this project.

**The Center has also conducted workshops for social service workers and parents. During our survey we also learned that tribal groups in South Dakota and Montana had recently acquired copies of these materials and were planning to use them in parenting classes. We mentioned the existence of these materials to a number of the organizations we contacted who, we later learned, subsequently contacted the Tulsa group.

Exploring Parenting

This is another set of materials that should be considered. Developed by a task force established by the National Head Start Program and field tested throughout the country in 1977, this collection of films, case studies, role plays, and structured discussion sessions has been used to train primarily low-income parents in all ethnic groups. Several of our respondents reported favorably on the use of these materials.

Training sessions have been conducted for the past several years to enable social service personnel to in turn present this parent education curriculum in their communities. In the course of our survey we learned that the Oklahoma Office of Indian Child Services in Norman is presently conducting training for "parent involvement specialists" who represent tribes in the New Mexico, Arizona, and Oklahoma areas. These materials can easily be tailored for Indian clients and, considering the positive reception with which they have been received, they should prove a useful resource.

Parenting Materials Used by the Red Cliff Band

We requested, but have not yet received, a copy of the materials used in the Red Cliff Band of Chippewa parenting program. They were developed by human resource development consultant for use with a general audience; the key to the success of the Red Cliff program, as we have discussed, is the training of community members as group facilitators. However, it would be enlightening to review the materials.

BIA Guide for Parent-Child Development Programs

Yet another potential reference is the "Guide for the Development of Bureau of Indian Affairs and Tribal Parent-Child Development Programs," issued by the BIA in 1973. Citing the

need to bolster the quality of early childhood education that Indian children receive, the Bureau advocated the design of comprehensive programs that would include individual guidance, health, nutrition, social services, parent involvement, and educational activities -- all of which would be designed to prevent the inordinate degree of emotional and learning impairments from which Indian children suffer.

The Bureau provided the necessary support to allow the Mississippi Band of Choctaw Indians and the Pueblo of Acoma to establish pilot Parent-Child Development Programs in which the overall goal was to "raise the quality of life of the young Indian child and his family, enhance the role of the family and Indian culture." While these two programs, which continue today, offer a range of services much broader than the scope of this project, it would be worthwhile to study the "Guide" and the reports that have been issued on these two programs.

Further, we recommend consideration of the report prepared for the Bureau's Office of Indian Education in 1976 by the Bank Street College of Education. While providing a detailed assessment of the educational needs of Native American children and their families, it cites the Bureau's Parent Child Development Programs as its model for designing early childhood education programs. Again, while they represent comprehensive service delivery programs much grander in scale than the parenting program envisioned in this project, the two pilot projects do stress the education and involvement of parents and provide for home-based programs to help parents facilitate their children's development.

Of specific interest might be the home-based Verbal Interaction Project used at Acoma. Modelled after a project developed by a New York Family Service Association, the Acoma project has been tailored to the needs and culture of their families. Staff members help parents develop the confidence and ability to provide for the care and development of their children and foster positive parent-child interactions focussed around activities developed by parents from a culturally based curriculum.

Conclusions and Recommendations

Successful Elements

If those engaged in the development of the model process consult some of the staff members and references identified in this survey they will no doubt pick up some valuable items for the development of the training curriculum. At this point, however, we would like to highlight a few of the most important "lessons" that some of the most successful programs offer.

One pertains to the use of community members. It would appear that a parenting curriculum might stand a better chance of success if there was some way formally to incorporate local people in the program delivery. We cite the programs of the Salt River Pima-Maricopa Indian Community and of the Red Cliff Band of Chippewa as examples of parent-involvement programs that owe their success to their innovative use of community people.

Another pertains to strategies for promoting programs. Nearly all the people we contacted expressed their difficulty in generating attendance at parenting workshops. They dealt with this problem in a number of ways. One way was to offer inducements to parents who needed some sort of extra motivation. Some offered small stipends. Several provided child care and/or transportation services. And many made it in a sense a social occasion, offering food and refreshments and promoting it in part as a good opportunity to meet with other community members.

These are examples of how a program might first attract people and stimulate interest in parenting sessions. But in other cases, the problem was to remove the stigma attached to attending such programs; this can be a more difficult problem, particularly for parents who have demonstrated parenting deficiencies and who might have been negligent and abusive toward their children. One way around this is to in a sense disguise the real purpose of the meetings by calling them "health" or "education" sessions and then gradually working in parenting topics in a less threatening way. In other cases, the primary concern of the program has been to reach the parents most likely to abuse or neglect their children; but to avoid attaching any stigma to such parents, the sessions were open to all and combined with some combination of the inducements we mentioned.

There are, of course, other ways to promote parenting programs. The point to be made here is that the model process should somehow address this consideration.

Obtaining Continuing Input

This effort to identify parenting programs was conducted in a short period of time. While many interesting and potentially valuable resources have been identified, it would be appropriate to encourage others to offer ideas and information that might be of value in the development of the model process. Accordingly, NAICJA might consider publishing a synopsis of this survey in the pages of Linkages and asking for information of programs that have not yet been identified.

Relative Absence of Structured Programs

The survey revealed a clear need for the kind of model process for developing parenting programs that will be the product of this project. We did indeed identify a number of well-conceived parenting programs. But most of those we interviewed -- both individuals who are currently administering programs and who have had to abandon their efforts -- commented on the critical need for this kind of help. In fact, many expressed their desire to be included among the locations for the pilot testing, and all wanted to receive copies of whatever curricula or materials that are produced. There are many social service providers working in Indian communities who are convinced of the critical importance of offering parenting training and who will certainly profit from the structured process to be developed.

The absence of Indian parenting materials was also revealed in our futile attempts to identify programs through standard sources. For example, our review of bibliographies on parenting materials revealed no such materials developed for Indian audiences, though there had been some for other ethnic groups. Also, we had no luck in tracking down such materials in our discussions with several national organizations dedicated to the development of parenting materials.

Developing a Cultural Specific Curriculum

It is also clear that the model process needs to take into account local Indian cultural values. This is not to suggest that

any approach for developing parenting programs be created "from scratch," for there are many parent education materials currently in use that include concepts and topics appropriate for any audience. Yet the process should be flexible enough to allow local communities to have significant input into the curriculum.

On one level, this means refining programs and materials developed for non-Indian communities. Social scientists readily acknowledge that childrearing practices vary significantly between different ethnic groups. See, for example, Bessie Kearns' "Childrearing Practices Among Selected Culturally Deprived Minorities," where the author discovered substantial differences in childrearing practices among Papago Indians, Mexican-Americans, and Anglo-Americans of the same socio-economic status living in the same city; The Journal of Genetic Psychology, 1970. Other observers cite the prominence of extended family members in childrearing, the less competitive nature or Indian societies, the relatively greater freedom granted Indian children, and other differences between Indian and non-Indian families. They warn of the continuing danger of imposing non-Indian standards when developing family-based programs. Bill Burgess' "Parenting in the Native-American Community," in his Parenting in a Multicultural Society is a good example.

On an even finer level, it also means allowing for the significant variations in family life styles among tribes that are a product of different languages, customs, religion, etc.

Along these lines, we would like to mention an interesting essay that we found when reviewing literature pertaining to Indian parenting programs. It is titled "Determining a Parent Curriculum," and appears in the October, 1979 Journal of American Indian Education. The authors reject the tendency to place preschool children of low-income, minority families in various types of compensatory education programs, and instead advocate teaching parenting skills. However, they urge that it is inappropriate to design a uniform parent curriculum intended to serve everyone. In fact, they substantiate this point by citing their comparative study of Hopi and Navajo parents that reveals that parents' association with different tribes exhibit considerably different attitudes toward childrearing.

The authors stress the importance of conducting some sort of study for gathering and analyzing information about the perceptions and ideas of childrearing held by the parents before introducing a parenting program into a community. Accordingly, they offer what they refer to as a "parent as A Teacher Inventory" -- a questionnaire that can be administered to elicit parental attitudes regarding their expectations of their children, how they interact with their children, and what actions they take in response to specific child behavior.

This "Inventory" has been used with different ethnic groups throughout the world. Its developer, and the joint author of this particular study, is Robert Strom of the Department of Education, Arizona State University. We have contacted his office

and he or his research assistant would be able to meet with NAICJA personnel to discuss this concept and whether it had any applicability to this project.

SYNOPSES

OF SELECTED GENERAL POPULATION

PARENTING PROGRAMS

To Be Used For Reference

By

NAICJA Strategy Identification Team

PARENTING PROJECT

The following program descriptions are taken from a publication entitled Parenting Forum: Resource Booklet. They were printed in April 1981 as a reference for participants in the Fifth National Conference on Child Abuse and Neglect. The conference was held in Milwaukee and was sponsored by: the Region V Child Abuse and Neglect Resource Center; the National Center on Child Abuse and Neglect; and the University of Wisconsin's Center for Social Service.

The programs described are, for the most part, general population programs. They represent a wide range of responses to meeting parent needs and building family strengths.

These program descriptions were forwarded to NAICJA by Adrienne Ahlgren Haeuser, Director of the Region V Resource Center on Children and Youth Services, School of Social Welfare, The University of Wisconsin - Milwaukee, P. O. Box 786, Milwaukee, Wisconsin 53201. Telephone: (414) 963-4184.

BEGINNINGS

Beginnings
1239 Cherry Street
Winnetka, IL 60093
(312) 441-8389

Program Represented by: Barbara Vender, Susan Duncan, Carol Duprey, Linda Fox, Chrystal Gluckman, Karen Wiss Hill

SPONSORING/PARENT AGENCY:

Evanston Hospital and the Junior League of Evanston

POPULATION SERVED:

Adolescents in the Evanston community and surrounding areas.

FUNDING SOURCES:

The Junior League of Evanston

SUMMARY OF KEY FEATURES:

Beginnings is a series of discussions on pregnancy and parenting for adolescents.

1) Organizational pattern: Two hour sessions are held weekly at Evanston Hospital. They are attended by approximately 10 young women half in prenatal group, and half in post partum group with their babies.

2) Content: The first hour includes discussion of such topics as pregnancy, labor and delivery, contraception, veneral disease and parenting. The second hour includes a craft hour which provides a time for the teens to share information with one another and to develop peer relationships.

3) Staffing: A nurse practitioner and a social worker from Evanston Hospital; fourteen volunteers from the Junior League

PROJECT EXPERIENCE:

THINGS THAT WORKED: Beginnings has been very successful in that many of our clients have attended for a full year and several have referred their pregnent friends to us.

PROBLEMS: We have undergone numerous revisions in our use of volunteers. The volunteers initially provided transportation to and from the hospital (which eventually resulted in insurance problems) and the volunteers provided snacks, craft projects, and planned the curriculum (which proved to be too time-consuming). We have now trimmed the volunteers' responsibilities to make maximum use of their time.

UNANSWERED QUESTIONS: We are actively involved in control and experimental group comparisons to determine Beginnings' effectiveness statistically.

SUPPORT GROUPS FOR ADOPTIVE AND FOSTER FAMILIES

North American Council on Adoptable Children, Inc.
Kay Pena
3409 N. 46th Street
Milwaukee, WI 53216
(414) 442-5278

Program represented by: Kay Pena, Shag Norman, Jackie Omdahl.

SPONSORING/PARENT AGENCY: North American Council on Adoptable Children, Inc.

POPULATION SERVED: All adoptive and foster parents support groups in Region V.

FUNDING SOURCES: 1) Edna McConnell Clark Foundation, 2) Veatch Foundation, 3) Federal monies through Opportunities for Adoption Act, and 4) The local parent support groups are primarily self-supporting and volunteer, and receive very little money from national organization.

SUMMARY OF KEY FEATURES:

1) Providing support, information and education during home study.
2) Providing support during immediate post placement.
3) Providing support and education for families and children for post adoption.
4) Recruiting parents to adopt special needs children and educate general public.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Groups are doing advocacy for children - moving federal and state systems - initially not intended. 2) Changing definition of an adoptable child (child beyond 2 years) and adoptive family (not just infertile couples, but singles and older couples). 3) The growing realization that there are few unadoptable children today - few children who can't join a family.

PROBLEMS: Case by case advocacy didn't work politically.

UNANSWERED QUESTION: Adoption of children with special needs is only 15 years old so there's not much history and long-range prognosis for the children is not known.

PARENT PLACE

Child and Family Services of Knox County
114 Dameron Avenue
Knoxville, TN 37917
(615) 524-7483

Program represented by: Charles E. Gentry.

SPONSORING/PARENT AGENCY: Child and Family Services of Knox County, Inc.

POPULATION SERVED: Families in Knoxville and surrounding areas.

FUNDING SOURCES: Levi Strauss Foundation.

SUMMARY OF KEY FEATURES:

GOALS: 1) To prevent family breakdown. 2) To enhance self-esteem and family life.

PROBLEMS FACED BY FAMILIES: 1) Poor budget management. 2) Lack of child development knowledge. 3) Lack of child management skills. 4) Loneliness of mobile families. 5) Sexual frustration. 6) Shortage of dependable babysitters. 7) Unrealistic expectations. 8) Substance usage by adolescents and adults.

ACTIVITIES: 1) Development of communication skills. 2) Jazzercize. 3) Babysitting. 4) Courses in child development. 5) Special groups of parents of hyperactive children. 6) Organizing community support for program.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Entry point for many families were the "fun" activities. This participation leads to participation in more serious activities. 2) Selling of the program to the community by media coverage, presentations before community groups and outreach by citizen advisory committee. 3) Growth of self-help (other than Parents Anonymous) in response to a particular need (e.g. parents who adopted, parents with learning disabled children).

FAMILY FOCUS

Family Focus, Inc.
2300 Green Bay Road
Evanston, IL 60201
(312) 869-1500

Program Represented by: Bernice Weissbourd, Phyllis Nickel

SPONSORING/PARENT AGENCY: Family Focus, Inc.

POPULATION SERVED: Families in target communities with children under age 4

FUNDING SOURCES: 1) Private Corporate, 2) Foundation, and 3) Government

SUMMARY OF KEY FEATURES:

ESSENTIAL CHARACTERISTICS OF FAMILY FOCUS CENTERS:

1) Drop-In: open 30-35 hours weekly; parents welcome to come whenever and stay as long as they choose; no fees or registration required; use according to need for activities, groups, advice and information, peer support.

2) Program: reflects parents' interests; monthly calendar and newsletter highlight workshops, groups, special events; activities for parents and children together; ongoing informal conversations in parent area.

3) Staff: professionals and paraprofessionals including skills of social worker and early childhood educator, team approach in planning and evaluation.

4) Child Care: planned developmental program for children, staff models ways to care for and respond to children, provides temporary relief for parents under stress, permits early detection of developmental problems.

5) Community Advisory Councils and Center Parents' Group: advise on program policy for center, act as link to community resources for referral and consultation, represent neighborhood agencies and parents.

6) Support Networks

PROJECT EXPERIENCE:

THINGS THAT WORKED: Family Focus programs are well-received and well-attended in their respective communities.

UNANSWERED QUESTIONS: Effectiveness of a national coalition of family resource programs whose first "Family Resource Forum" will be sponsored by Family Focus, under the auspices of the Administration for Children, Youth and Families in Chicago on May 7, 8, 9, 1981.

PROJECT RESPITE AND REMEDIATION

Child Care Department, Urban League
Pikes Peak Region
335 S. Wahsatch Street
Colorado Springs, CO 80903
(303) 632-2631

Program Represented by Ana Maria Irueste-Montes

SPONSORING/PARENT AGENCY: Child Care Department, Urban League, Pikes Peak Region, Colorado Springs, CO

POPULATION SERVED: Protective services families with pre-school children

FUNDING SOURCES: National Center on Child Abuse and Neglect

SUMMARY OF KEY FEATURES:

1) Use of in home sessions and discussion groups to enable abusive parents to promote their children's physical and emotional needs.

2) Use of such techniques as a) Information, b) Modeling, c) Feedback.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Modeling is the most effective technique. 2) Our feedback to parents, after the observations, is received very well. 3) Parents appreciate us as listeners.

PROBLEMS: 1) Resistance on the part of some families--they don't like us in their homes. 2) Distractions (boyfriends, neighbors) which interfere with the parent-child interaction. 3) The observation is a forced situation--parents sometimes feel awkward. 4) Parents want to focus on their own problems and avoid talking about the children. 5) Some families move often and are hard to track! 6) If a woman has been beaten she will not want to see us at the next visit or two because of her shame.

UNANSWERED QUESTIONS: 1) With some families (often the more rigid ones) we make quick initial progress and then seem to reach a plateau. With others the growth is more slow. What kinds of families are we most effective with? 2) What is our effectiveness with court-ordered families and "voluntary" ones? 3) All of the services offered in our package may not be needed. What are the most effective components, and for which families?

EXPLORING CHILDHOOD

Education Development Center
55 Chapel Street
Newton, MA 02160
(617) 969-7100

Program represented by: Dennen Reilley, Susan Hallonquist.

SPONSORING/PARENT AGENCY:

Education Development Center.

POPULATION SERVED:

Adolescents and adults through schools and community agencies.

FUNDING SOURCES:

1) Administration for Children, Youth and Families, 2) National Institute on Mental Health, 3) U.S. Department of Education, 4) The Bush Foundation, and 5) Local schools and community agencies.

SUMMARY OF KEY FEATURES:

EXPLORING CHILDHOOD is a program that encourages the study and discussion of parenting and child growth, while providing a framework for understanding the forces that shape human development.

EXPLORING CHILDHOOD consists of booklets, media and posters and focuses on the acquisition of knowledge, development of skills and shaping of attitudes.

EXPLORING CHILDHOOD is currently being used by more than 5,000 schools and 2,000 community groups in all fifty states, the District of Columbia, Puerto Rico, the Virgin Islands, Canada and seven overseas countries.

PROJECT EXPERIENCE:

While the Exploring Childhood curriculum was initially developed as education for parenting materials for an adolescent population in schools, over 1/3 of the current users are adult groups (i.e. Head Start parent involvement groups, social services, mental health and voluntary agencies). By the end of last year the project had contact with over 1,900 community agencies which were interested in using the materials in classes for parents and expectant parents. During 1974-75 adult usage had a slow start. Since that time many people have recognized parenting education as prevention and have found the Exploring Childhood materials adaptable for parenting classes and groups.

THE PARENTING PROJECT

Community Mental Health Center - Winter Haven Hospital
Family Learning Center
Winter Haven, FL 33880
(813) 293-1121, ext. 1510

Program Represented by: Anne C. Kremer

SPONSORING/PARENT AGENCY: Community Mental Health Center - Winter Haven Hospital, Family Learning Center

POPULATION SERVED: Polk County, approximately 300,000 persons. We are able to offer services to the entire county (although our catchment area is only the eastern half), because our services aren't duplicated by the other Center.

FUNDING SOURCES: Grant from state funds for prevention in children's mental health services. Matching funds from hospital/ mental health center.

SUMMARY OF KEY FEATURES:

There are two main components, a hospital-based perinatal attachment program, and a public-health-clinic-based parent aide program. The nurse is totally responsible for the perinatal program, works with patients in the hospital, and also works with at-risk families once they are home again. She spends approximately one-fourth of her time working with families referred through public health clinics and child protective service workers primarily. The Project Director (also a Social Worker), the Parent Aide Coordinator, and the nurse also teach parenting classes to families referred through the public health departments.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Beginning to find good recruitment channels for parent aides; our approach has changed considerably from talking about child abuse to describing our families as troubled parents. 2) Acceptance by the hospital physicians, staff, and community. 3) Emphasis on medical procedures such as to promote bonding with premature, sick, high risk infants, and how to help parents under stress.

PROBLEMS: 1) New ideas for staff development in this area. 2) A high drop-out and poor motivation (especially by families referred by child protective services).

UNANSWERED QUESTIONS: We are unhappy about our attempts to measure change and are anxious to learn from others in this area.

PRIDE IN PARENTHOOD

The Planning Council
Norfolk Division of Social Services
1100 First Virginia Bank Building
Norfolk, VA 23510
(804) 622-9268

Program Represented by: Sarah Biship, Linda Davis, LuElla Howard

SPONSORING/PARENT AGENCY: The Planning Council & The Norfolk Division of Social Services

POPULATION SERVED: First time parents under the age of 25

FUNDING SOURCES: National Center on Child Abuse and Neglect

SUMMARY OF KEY FEATURES:

This is a primary prevention program consisting of parenting education and support for first time parents. OBJECTIVES: 1) To teach parenting skills, coping skills, infant stilulation, and child development and nutrition. 2) To assist in reduction of isolation and alienation. 3) To give greater knowledge of and use of community resources. STRUCTURE: 1) Parent Aide (Family Friend) who regularly visits and provides support, parent training, friendship and assistance. 2) Bimonthly group meeting that allows for educational programs and socialization.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Individual attention from parent-aide. 2) Prenatal education and child birth preparation. 3) Group meetings (educational and social) have allowed for development of friendship and a network of support among participants and has led to involvement and education of husbands and boyfriends.

PROBLEMS: Referral system from hospitals.

UNANSWERED QUESTIONS: 1) Should education and support begin prenatally? 2) How long should program last? 3) Can former participants serve as effective volunteer parent aides with training and supervision?

PERINATAL PRIMARY PREVENTION

Michigan State University, College of Human Ecology
Institute for Family and Child Study, H.M.U. #2
East Lansing, MI 48824
(517) 353-6617

Program Represented by: Robert P. Boger, Richard A. Richter, Susan O'Connor, Debbie Weatherston, Anita Feldstein

SPONSORING/PARENT AGENCY:

Michigan State University, College of Human Ecology, Institute for Family and Child Study

POPULATION SERVED:

Parents of first-borns who: 1) Deliver at William Beaumont Hospital in Royal Oak, MI; 2) Are the patient of one of six pediatric groups we are working with; 3) Live within a specified geographic area.

FUNDING SOURCES:

National Center on Child Abuse and Neglect

SUMMARY OF KEY FEATURES:

This volunteer-delivered program in perinatal primary prevention includes:

1. An opportunity for first-time parents to interact in the mother's postpartum hospital room with a volunteer who offers support for their new role and provides the opportunity for them to see the videotapes of their choice.
2. The opportunity for in-home visits by the volunteer whom they interacted with in-hospital during the first three months.
3. Information and/or referral to an existing community agency.
4. A "Warm-Line" to use in non-crisis situations.
5. Parent Resource Groups.

PROJECT EXPERIENCE:

THINGS THAT WORKED: All of the components mentioned above are now in place. We are currently seeking ways to present project videotapes to those participants who wish to see more than they are currently able to. Volunteers and participants are being encouraged to amke more use of the home visits and the Warm-Line.

PROBLEMS: A project newsletter has not yet been initiated and plans for this may have to be abandoned.

UNANSWERED QUESTIONS: We are currently in the process of conducting a formative evaluation of the program and seeking funds to expand this effect so that we will be able to accurately gauge the impact of the program on participants.

RURAL FAMILY SUPPORT PROJECT

Quinco Consulting Center
2075 Lincoln Park Drive
Columbus, IN 47201
(812) 379-2341

Program Represented by: Nancy Ormsby Warren, Raymond Morris, Sally Cramer

SPONSORING/PARENT AGENCY: Quinco Consulting Center, Columbus, Indiana

POPULATION SERVED: Residents of 5 rural counties in southern Indiana comprising the catchment area of a comprehensive community mental health center (population 150,000)

FUNDING SOURCES: Grant from Children's Bureau; Administration for Children, Youth and Families; Office of Human Development Services, Department of Health and Human Services

SUMMARY OF KEY FEATURES:

1) Program flexibility to respond to the uniqueness of each county: A Perinatal Planning Group is formed in each of five counties to address the needs determined by the community. 2) Trust and respect are gained through approaching, working with and for people in a straightforward and genuine manner. 3) Use of one's self: Expect to be tested; listen and learn to inform and educate; allow the other person to propose his/her idea; know colleagues personally as well as professionally. 4) Changing systems: Integrate program components into existing community resources to promote ownership and longevity.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Experience to date affirms our selection of the perinatal period as an appropriate time for the development and implementation of strategies aimed at the primary prevention of child abuse and neglect. 2) As project staff, our primary role is to help existing community structures to value prevention of child abuse and neglect and to persuade them to act on that conviction. 3) The project's guiding philosophy of building community ownership for project components early on appears to be sound both in terms of effective implementation and ensuring continuity beyond the funding period. 4) Working with and through local structures permits replication in other rural areas which may not have access to outside funding. The cost effectiveness is reflected in the project's budget. 5) Our model of a perinatal planning group, either hospital-based or community-based, provides the basic means of cooperating between the project and the local community. UNANSWERED QUESTIONS: 1) What impact has project had on the five-county catchment area and on the problem of CAN? 2) By building a caring community response to the needs of rural families at the time of a child's birth can we reduce family dysfunction particularly in the form of child maltreatment?

EARLY ASSESSMENT AND INTERVENTION WITH HIGH-RISK FAMILIES

The Child Abuse Prevention Center
One Stranahan Square
Toledo, OH 43604
(419) 244-3053

Program Represented by: Patricia P. Holmberg, Linda C. Heineman

SPONSORING/PARENT AGENCY:

The Child Abuse Prevention Center

POPULATION SERVED:

Labor and delivery patients; and postpartun parents and babies

FUNDING SOURCES:

1) United Way, 2) private foundations, and 3) contributions

SUMMARY OF KEY FEATURES:

This pilot project, developed by the Child Abuse Prevention Center in cooperation with the Toledo Hospital obstetrical staff, emphasizes primary prevention through identification of families at risk using skills in assessment of maternal-infant bonding. In doing this the project has developed

1) A protocol which incorporates observational checklists (prenatal, labor and delivery, postpartum) into standard obstetrical nursing care.

2) Training in use of the protocol.

3) Step-by-step guide for coordinating, planning, implementing and evaluating such a program.

PROJECT EXPERIENCE:

THINGS THAT WORKED: Our study showed the training to be very successful along with the forms' design with regard to ease in folding out and interpretation of items.

PROBLEMS: The system itself is still pretty dependent on the obstetrical floor census.

UNANSWERED QUESTIONS: Efforts are now in progress to expand the pilot to include prenatal and pediatric observations and run a longitudinal study to test the validity of the forms.

REGIONAL PERINATAL ASSESSMENT PROGRAM

Hawaii Family Stress Center
Kapiolani Children's Medical Center
1319 Punahou Street
Honolulu, HI 96822
(808) 949-2503

Program Represented by: Richard Behenna

SPONSORING/PARENT AGENCY:

Hawaii Family Stress Center, Kapiolani Children's Medical Center, and State Department of Health

POPULATION SERVED:

Families in Hawaii during the perinatal period

FUNDING SOURCES:

1) NCCAN, and 2) State of HI Department of Health

SUMMARY OF KEY FEATURES:

1) Development of a plan to implement standardized psycho-social assessments on a state-wide basis. 2) Coordination of this place with a statewide regional perinatal plan. 3) Cooperating agencies are: a) Family Stress Center, which has satellite centers on each of the five islands, b) State Department of Health.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Knowledge gained concerning the need to respond to difference communities on the islands in different ways. 2) Knowledge gained concerning the need to serve people not initially included in the target population in order to maintain credibility. This is especially true in rural areas.

UNANSWERED QUESTIONS: 1) How does the project deal with a legislature which plans for two years at a time, when results of the project won't show for ten years? 2) Will perinatal assessment be supported with a response system within individual communties? The medical needs are relatively easy to meet, but what about communities' ability to meet the psycho-social needs?

MOTHER-INFANT PROGRAM AND PARENTS HELPING PARENTS

Riverdale Neighborhood House - Family Life Center
5521 Mosholu Avenue
Bronx, NY 10471
(212) 549-8100

Program Represented by: Cynthia G. Cavallo, Sarita Updike Roy

SPONSORING/PARENT AGENCY: Riverdale Neighborhood House - Family Life Center

POPULATION SERVED: Middle and lower-middle class residents of north west Bronx community.

FUNDING SOURCES: Robert Sterling Clark Foundation
Surdna Foundation

SUMMARY OF KEY FEATURES:

The Family Life Center of Riverdale Neighborhood House provides a support program for mothers with newborn infants through: 1) in-house discussion groups, 2) Short term counseling, 3) information and referral, and 4) guest speakers. It generates networking and self-help programs through provision of concrete and supportive services developed and implemented by volunteers who are supervised by R.N.H. staff member.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Easy transition into the program because of its informal nature and affiliation with an already established and trusted agency. 2) Development of support networks for participants outside the Center. 3) Word of mouth recruiting and referrals from other community agencies and physicians. 4) Establishment of "Parents Helping Parents" volunteer project where women in the community (with children under 1 1/2 years) develop and implement additional servcies to mothers of newborns.

PROBLEMS: Space and staff limitations, which make it impossible to serve all who turn to the Center.

UNANSWERED QUESTIONS: Effect our program is having on the community.

MELD (MINNESOTA EARLY LEARNING DESIGN)

MELD
123 E. Grant Street
Minneapolis, MN 55043
(612) 870-4478

Program Represented by: Ann Ellwood, Nancy Smith

SPONSORING/PARENT AGENCY: Milwaukee/MELD, and MELD Central

POPULATION SERVED: First-time parents

FUNDING SOURCES: 1) Carnegie Corporation, 2) Bush Foundation, 3) Dayton Hudson, 4) McKnight Foundation, 5) Levi Strauss Foundation, 5) other local foundations and other business, and 6) User fees

SUMMARY OF KEY FEATURES:

1) Two year program for parents. 2) Facilitators are trained volunteers who are experienced parents. 3) Two year comprehensive curriculum. 4) Two years of materials for parents. 5) Sixty hours of training provided for volunteers. 6) Training package for Site Coordinators. 7)Support and supervision of volunteers.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Parents helping parents works! 2) Parents like it - men attend about equally. 3) Parents will help to pay costs. 4) Volunteers experience growth and support. 5) Volunteers need to be well chosen, well trained and well supported. 6) MELD can be replicated in other locations. 7) Some businesses will help to support it.

UNANSWERED QUESTIONS: 1) Can we expand as quickly as we want to without exploding? That is, can MELD successfully handle the stresses of expansion? 2) Can MELD identify with the new funding arrangements?

URBAN INDIAN CHILD RESOURCE CENTER

Urban Indian Child Resource Center
390 Euclid Avenue
Oakland, CA 94610
(415) 832-2386

Program represented by: Diane McKissick, Jennie Joe, Rosie Irwin.

SPONSORING/PARENT AGENCY:

Urban Indian Child Resource Center.

POPULATION SERVED:

FUNDING SOURCES:

1) The National Center on Child Abuse and Neglect, 2) Bureau of Indian Affairs, 3) Law Enforcement Assistance Administration, 4) San Francisco Foundation; 5) Revenue Sharing.

SUMMARY OF KEY FEATURES:

SOCIAL SERVICES PROGRAM: Provides services to abusive, neglectful and high-risk Indian families.

FOSTER SUPPORT DEVELOPMENT: Recruits and certifies Indian Foster Homes.

INDIAN YOUTH SERVICES: Provides services to Indian youth involved with the juvenile justice systems as well as other troubled youth.

INDIAN COUNSELING SERVICES: Provides counseling (individual, family, play and art therapy) to Indian families.

COMMUNITY AWARENESS PROGRAM.

PROJECT EXPERIENCE:

THINGS THAT WORKED: 1) Provision of services by an all Indian staff works well. 2) Using Indian paraprofessional staff with Indian families and children is effective. 3) Adaptation of foster home licensing regulations to license Indian families as foster families (for example, relaxing square footage requirements, waiver of finger printing regulation since this conflicts with Indian religious beliefs). 4) Continuing training and education of paraprofessionals has been successful.

CHILD ABUSE AND PREVENTION AND TREATMENT PROJECT

Child Abuse and Prevention and Treatment Project
Institute for the Study of Black Parenting
4044 Fairway Blvd.
Los Angeles, CA 90043
(213) 779-4111 Ext. 2000

Program represented by: Johnny D. Hampton.

SPONSORING/PARENT AGENCY: Association of Black Social Workers of Greater Los Angeles.

POPULATION SERVED:

FUNDING SOURCES:

SUMMARY OF KEY FEATURES:

PROJECT EXPERIENCE:

CENTRO FAMILIAR

Santa Barbara Family Care Center
P.O. Box 74
Santa Barbara, CA 93102
(805) 963-6631

Program Represented by: Cecelia Alvarado Kuster

SPONSORING/PARENT AGENCY: Santa Barbara Family Care Center

POPULATION SERVED: Primarily Mexican American clients with children ages birth to five years.

FUNDING SOURCES: 1) State Department of Education, 2) CETA, 3) Revenue Sharing, and 4) National Institute of Mental Health and others.

SUMMARY OF KEY FEATURES:

The Centro incorporates various agency components, such as bilingual education and parenting research and a resource and referral network for children's services, into the basic parent/child interaction programs. Such various agency components as 1. Bilingual nursery school program, 2. Parenting Research Center, 3. Resource and referral network for children's services, 4. Parent education including: a. adult education life skills classes, b) weekly group meetings with a Chicano clinical psychologist, c) community speakers and d) workshops on parenting issues.

PROJECT EXPERIENCE:

THINGS THAT WORKED: The program employs a bilingual/bicultural staff combining a rich mixture of professionals and para-professionals with a similar attitude which fosters promotion of accepted early childhood development practices while preserving cultural values and traditions which are so important to the emotional and mental health of the families we serve.

PROBLEMS: One major difficulty for those of us who have been trained working within the culture, white middle class programs and educational institutions, has been adjusting our expectations of parent participation and the extent to which our clients value professional services. Traditional models have had to be revised to meet the needs and parameters of the program.

PAN ASIAN PARENT EDUCATION PROJECT

Pan Asian Parent Education Project
1031 25th Street, Suite D
San Diego, CA 92102
(714) 235-9750

Program represented by: Jong Ja Park.

SPONSORING/PARENT AGENCY: Pan Asian Parent Education Project.

POPULATION SERVED: Pacific Asian Americans: Japanese, Koren, Pilipino, Samoan, Vietnamese.

FUNDING SOURCES: National Center on Child Abuse and Neglect (NCCAN).

SUMMARY OF KEY FEATURES:

Pan Asian Parent Education Project is a preventive demonstration program serving Pacific-Asian Americans in San Diego, California. The project:

1) Provides parent education in child rearing practices and coping skills delivered in small groups. The participants learn about the similarities and differences in parenting and the role of values and attitudes between the participants' culture and the mainstream culture.

2) Developed cultural material and a parent manual to be used for cultural awareness training and for other projects.

PROJECT EXPERIENCE:

THINGS THAT WORKED: Learning which outreach efforts work in which communities. Options include: contacting church leaders, use of community publications, working through case workers and community workers, group meetings.